



Stuff I always wanted to say to “In-Car Instructors” of Teens

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Distributed by:
Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Oregon DE Professionals

Model

Observe

Support

Motivate

Protect

Guide

Engage

Prescribe

Diagnose

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Question

Cue

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Keeping The Car In Balance

Explain how to make a **smooth stop**.

Explain how to make a **smooth start**.



3 Thoughts...

- Don't become a **DISTRACTION**
- Don't build towards **DEPENDENCY**
- Make your Instruction **DELIBERATE**

Becoming a Distraction

- Giving Directions

Timing, Order, Pitfalls

Becoming a Distraction

1. Timing Really is Everything!

Too Soon, Too Late, Too Fast, Too Slow

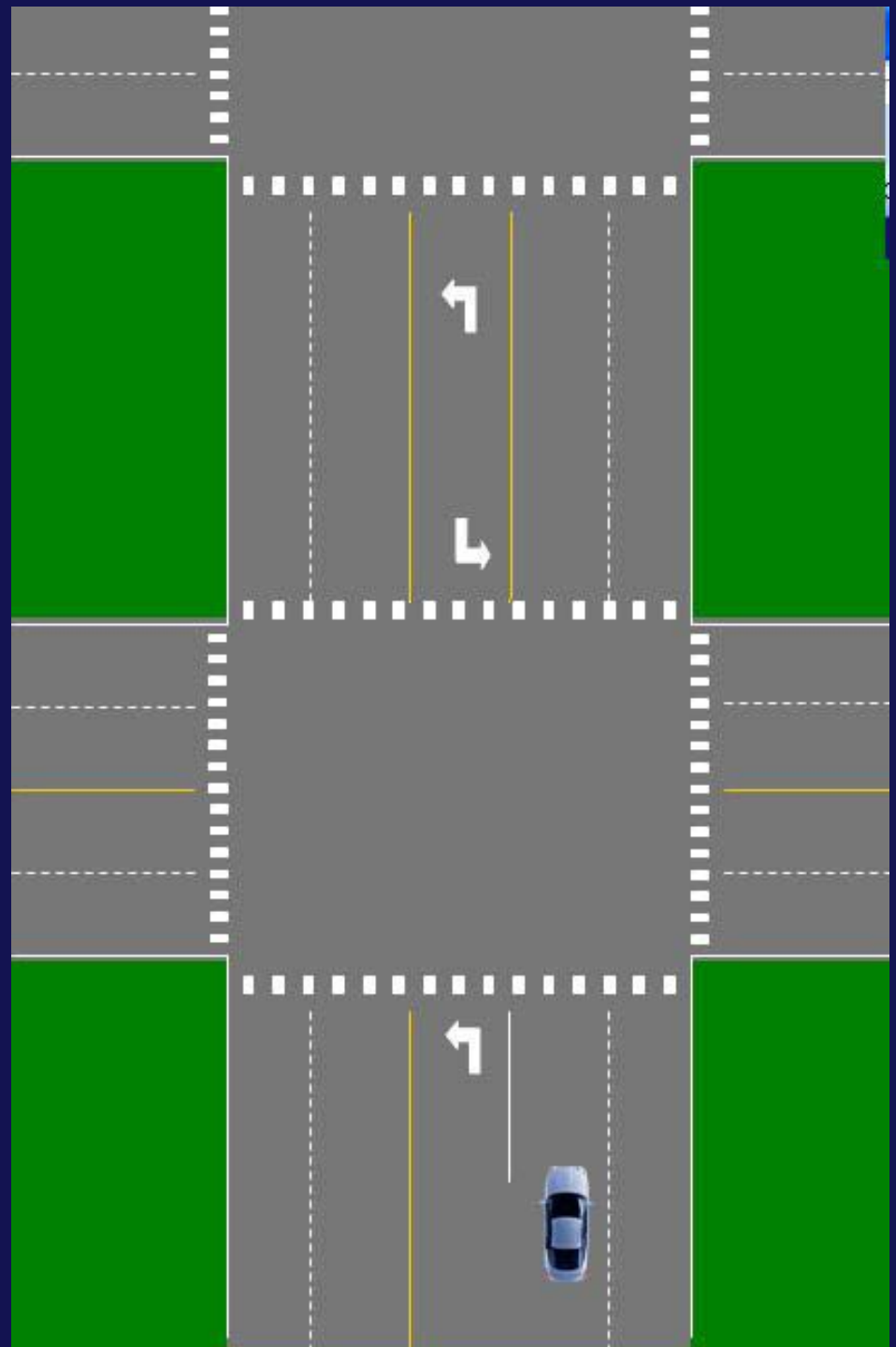
Becoming a Distraction

Too Soon, Too Late, Too Fast, Too Slow

Distracted Student Response

Diluted Student Response

Pauses



Becoming a Distraction

Too Soon, Too Late, Too Fast, Too Slow

Distracted Student Response

Diluted Student Response

- *A heart beat that is not in sinus rhythm is useless for pumping blood through the body.*



- *The same is true for any student command response that is either **distracted or diluted.***

Distractions

2. The Order of the Direction Matters!

“Location” then “Direction”

Distractions

“Where” before “What”

Verbal Training Protocol, Vocabulary
Commands; not requests

Distractions

Resist...

Variety in Directions

Wordy Directions

Distractions

As a general rule, only give one direction at a time to reduce cognitive overload

Exceptions?

“Resume and at the next Intersection, Turn Right” [Video](#)

Distractions

3. Pitfalls...

Avoid Slang, Double Meanings, Street
Names, and Controls @ Intersections

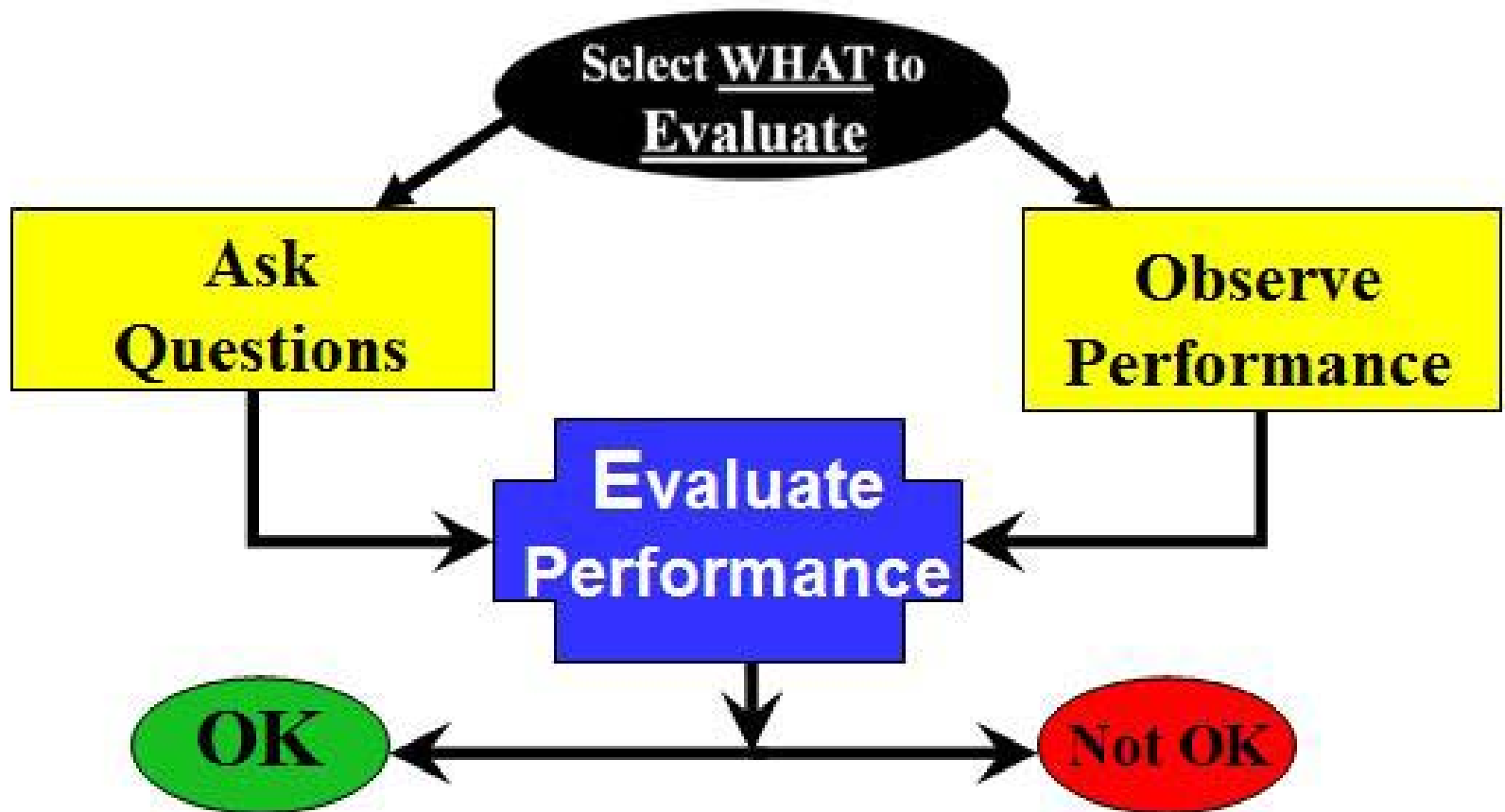
Building Towards Dependency

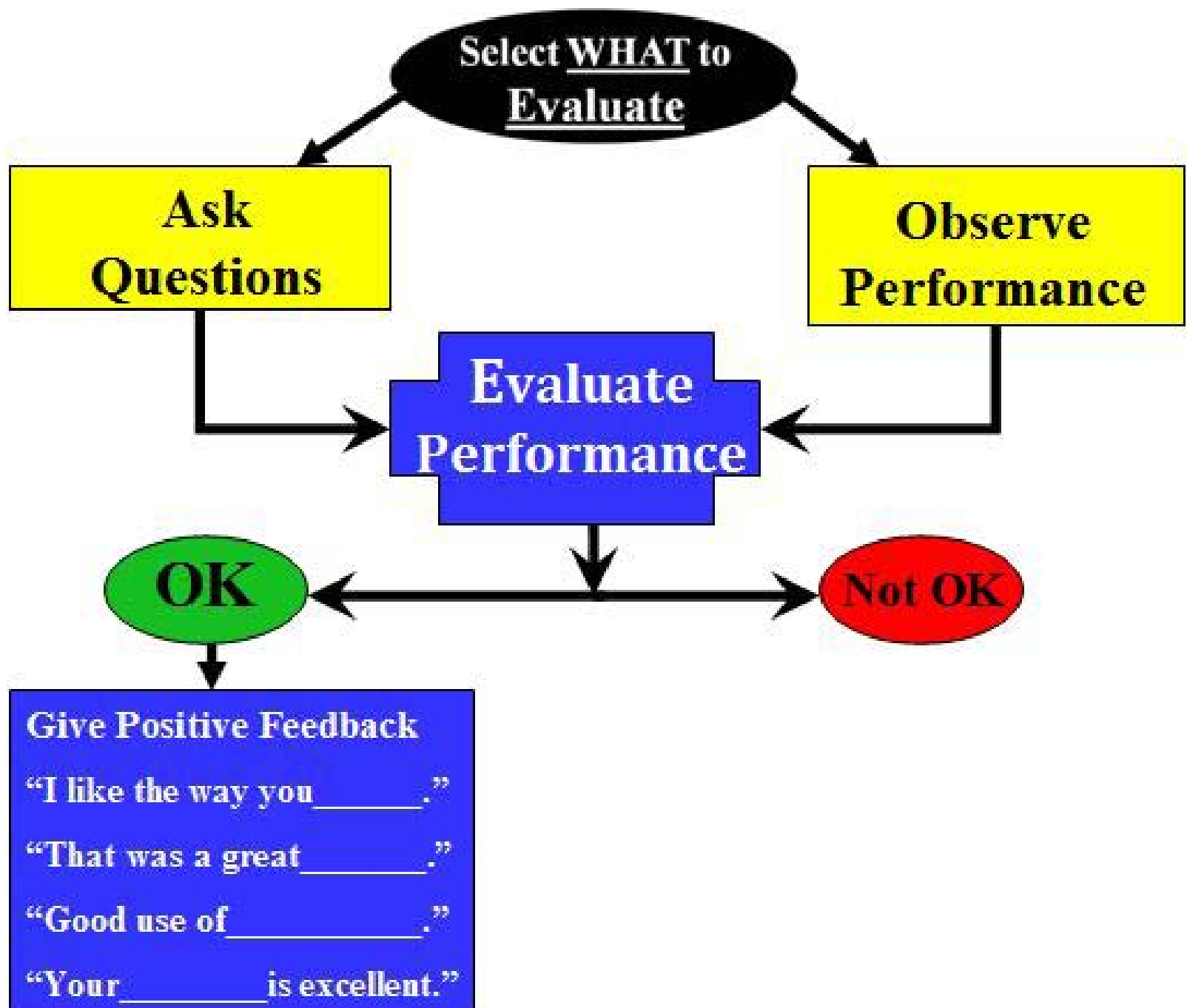
- A Trust Relationship

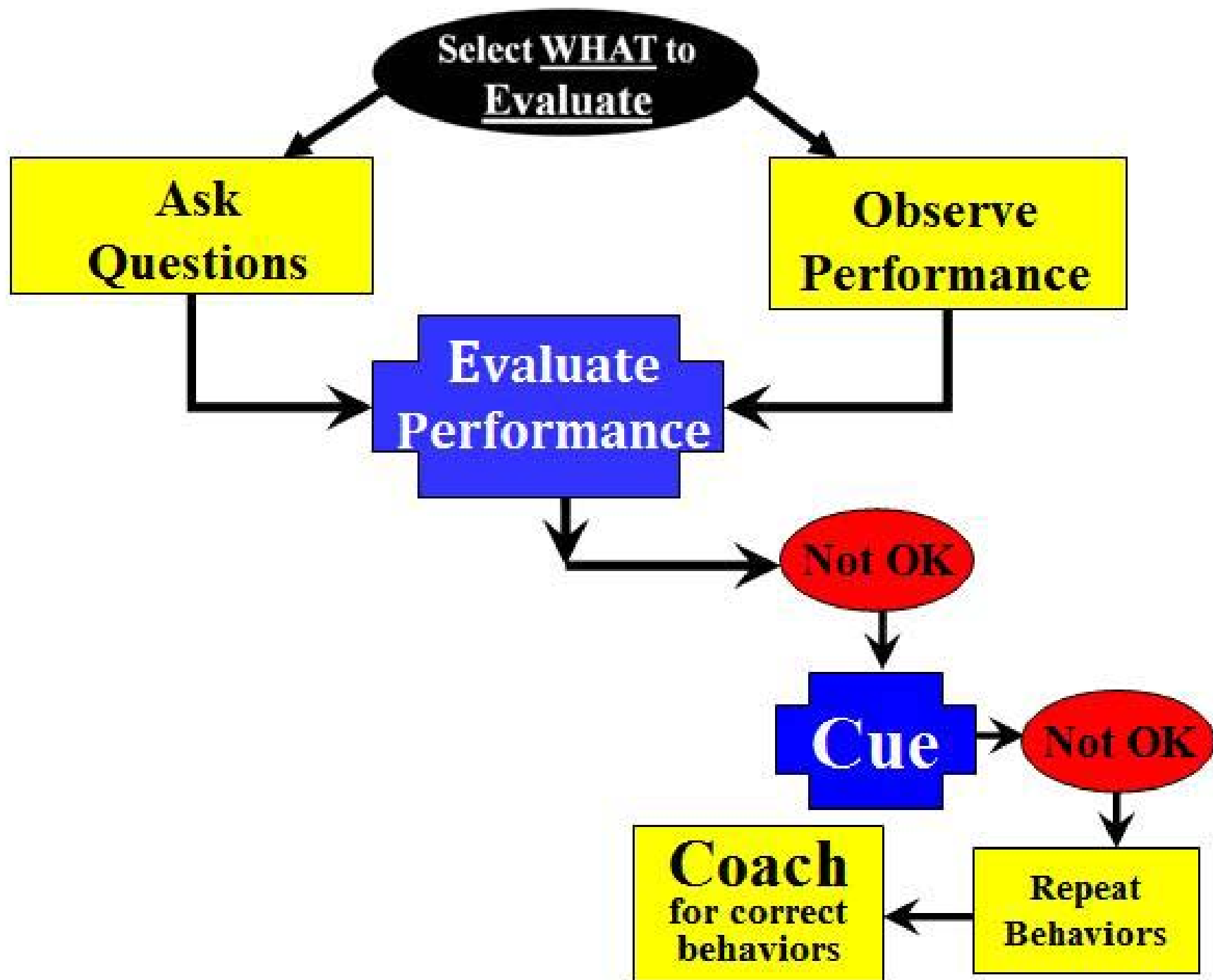
Transferring the Responsibility of Learning

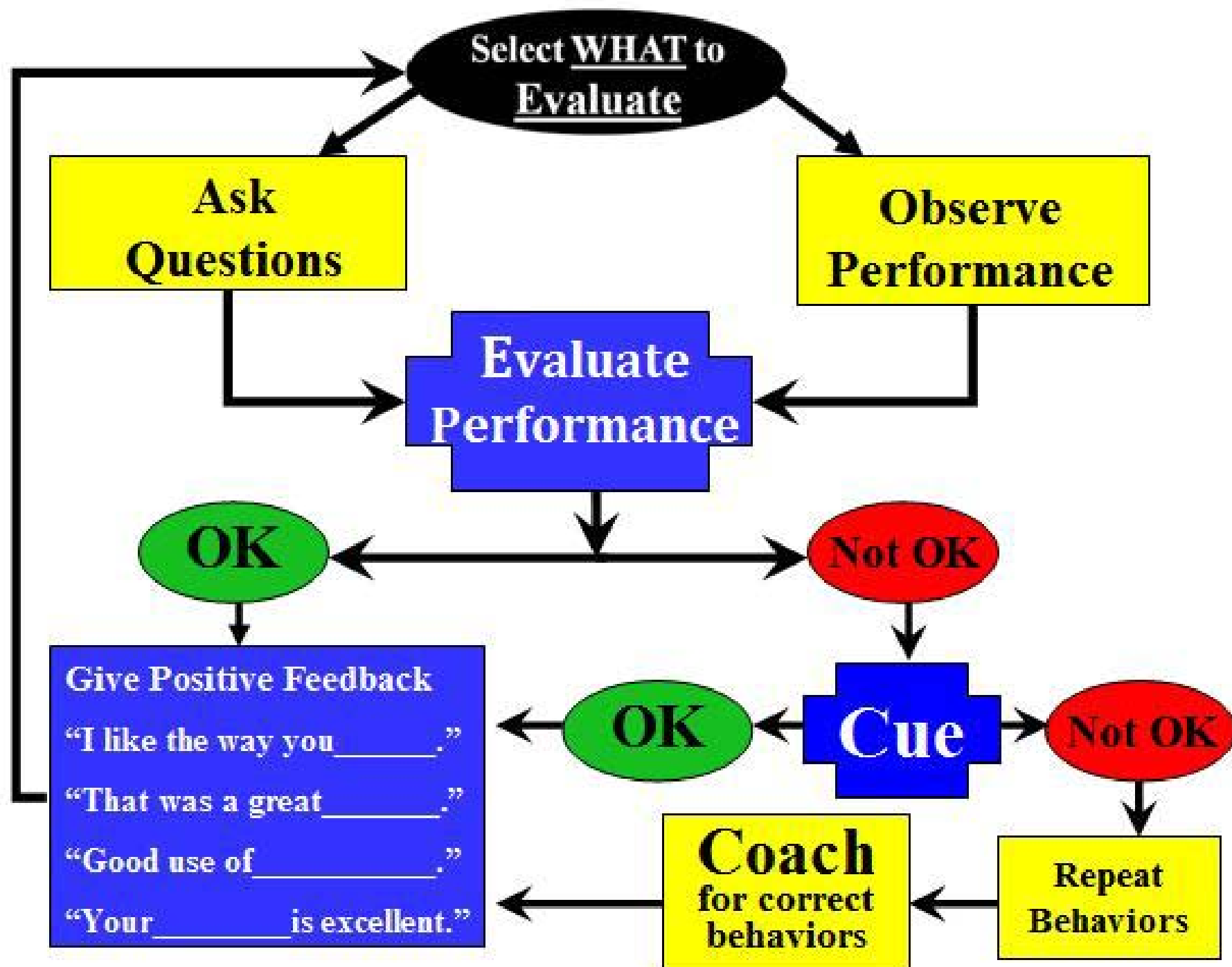
Building Towards Dependency

From the earliest moments of the
In-Car experience, begin to
“Cut the apron strings”









- *Truth is, most Teens know more about stuff than we do, and even if they don't, they know how to find out about the stuff they need to know through their social networks or internet.*
- *Sometimes we're actually the ones that keep them from “owning” the content!*

The Magic Brake

Making Instruction Deliberate

- Professionalism
- Risk Management
- Proactive Instruction
- Avoiding the Passenger Role

Making Instruction Deliberate

1. Professionalism

Community, Personal Habits, Roles

Making Instruction Deliberate

Two Reasons folks don't do something
they're supposed to...

Don't know

Don't Care

Making Instruction Deliberate

2. Risk Management

Problem Recognition,
Situational Awareness,
Good Judgment

Problem Recognition



Making Instruction Deliberate

b. Situational Awareness

If you are checking traffic in order to change lanes and your student is checking with you; you're too late!

Making Instruction Deliberate

c. Good Judgment

Not just acting, but acting correctly.

Making Instruction Deliberate

3. Proactive Instruction

Knowing the answer before you ask
the student?

Seeing the issues in advance of
every command?

Where was the Instructor???

Video

Making Instruction Deliberate

4. Avoiding the Passenger Role

Going for a ride instead of being the
instructor?

[Video 1](#)

[Video 2](#)

[Video 3](#)

In Conclusion...

- Don't become a **DISTRACTION**
- Don't build towards **DEPENDENCY**
- Make your Instruction **DELIBERATE**

Questions?

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